

The Impact of TikTok Application on Enhancing English Speaking Ability of Senior High School Students Through Narrative Texts

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Abstract: This study aims to investigate the effect of TikTok use on students' speaking performance when delivering narrative monologues. This study employed a pre-experimental design with a one-group pre-test and post-test design. The participants were 30 eleventh-grade students. Data were collected through a speaking performance test in which students delivered narrative monologues based on selected fairy tale topics. Student performance was assessed based on fluency, accuracy, pronunciation, and vocabulary. Data were analyzed using descriptive statistics, normality tests, paired-sample t-tests, and effect size analysis via SPSS 25.0. The findings indicate that the students' average score increased from 54.73 on the pre-test to 58.46 on the post-test. The paired t-test yielded a significance value of 0.000 ($p < 0.05$), indicating a significant difference between pre-test and post-test scores. Additionally, the effect size results showed a moderate effect with a Cohen's d value of 0.612. These results indicate that the use of TikTok significantly improves students' speaking performance in delivering narrative monologues. The findings indicate that TikTok has the potential to facilitate students' speaking development in narrative text learning. The significant improvement in students' speaking performance suggests that social media-based instructional practices can serve as a valuable alternative for promoting active participation and oral language development in EFL classrooms.

Keywords: TikTok, speaking ability, narrative monologue, speaking performance

INTRODUCTION

Speaking ability is widely recognized as one of the most essential skills in English language learning because it enables learners to communicate ideas, express feelings, and participate in social interaction effectively. As stated by H. Douglas Brown (2004), speaking is a productive oral skill involving the construction and exchange of meaning through verbal and non-verbal symbols. Similarly, Jeremy Harmer (2007) emphasizes that effective speaking

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requires both fluency and accuracy to ensure successful communication. In the Indonesian educational context, speaking competence plays a significant role in supporting students' participation in discussions, presentations, and other communicative activities in the classroom. However, despite its importance, many English as a Foreign Language (EFL) learners still encounter difficulties in speaking English fluently and confidently.

Numerous studies have reported that EFL students commonly experience problems related to limited vocabulary, grammatical inaccuracy, pronunciation difficulties, and lack of confidence when speaking English. Raba'ah (2005, as cited in Hosni, 2014) explains that inadequate grammatical mastery and low self-confidence frequently hinder students from communicating effectively. These problems become more challenging in monologue-based speaking tasks, which require learners to speak continuously without interaction or support from others. In this study, speaking ability refers to students' oral performance in narrative monologues, particularly in terms of fluency, grammatical accuracy, pronunciation, vocabulary, and confidence. Speaking ability involves several interrelated components, including fluency, accuracy, pronunciation, and vocabulary, which collectively contribute to effective oral communication (Derakhshan et al., 2016). Narrative monologue tasks demand not only language mastery but also the ability to organize ideas coherently while maintaining clear and confident speech delivery.

Narrative texts were selected because their generic structure aligns well with the technical features of TikTok as a short-video platform. According to Sulisty (2013), a narrative text generally consists of three main stages: orientation, complication, and resolution. These stages can be effectively represented through TikTok videos, where students introduce characters and settings in the orientation stage, present conflicts or problems during the complication stage, and provide solutions or endings in the resolution stage. TikTok's video-recording, editing, and storytelling features enable learners to organize these story elements systematically while practicing oral delivery. In addition, previous research has shown that storytelling is one of the common forms of English-learning content accessed by students on TikTok, alongside movies, subtitles, and other entertainment-based materials that support speaking development (Humairah et al., 2025). Therefore, the structural characteristics of narrative texts and the technological affordances of TikTok make this genre particularly suitable for speaking activities conducted through the application.

Narrative text is considered suitable for speaking practice because it encourages students to organize events sequentially and communicate ideas meaningfully. According to Anderson and Anderson (2003), narrative texts generally consist of orientation, complication, and resolution. Through narrative monologues, students are expected to retell stories or deliver spoken narratives independently. Nevertheless, performing narrative monologues can be particularly demanding for EFL learners because they must simultaneously manage vocabulary, grammar, pronunciation, fluency, and organization. Karimzadeh and Yekta (2021) found that narrative monologue performance is one of the most difficult speaking tasks for EFL students due to the complexity of combining multiple language components during oral production. Their study demonstrated that sequential-image media improved students' fluency, coherence, grammar, pronunciation, and

vocabulary. Similarly, Ibrahim et al (2021) reported that folklore-based monologue activities significantly enhanced students' fluency, confidence, and speaking accuracy. Similarly, Repelita et al. (2023) found that monologue performance based on local folklore improved high school students' speaking skills by providing meaningful contexts for oral language practice. These findings indicate that monologue-based activities can effectively support speaking development when accompanied by engaging instructional media. Likewise, Purnami et al. (2025) found that narrative text-based project learning activities contributed positively to the improvement of students' speaking skills in EFL classrooms. In addition, Tanjung and Fitri (2020) reported that narrative-based speaking activities through story completion techniques positively contributed to students' speaking ability by encouraging active oral participation.

Along with the rapid advancement of technology, digital media has increasingly been integrated into language learning practices. One digital platform that has gained substantial popularity among teenagers is TikTok. TikTok allows users to create, edit, and share short videos containing visual, textual, and audio elements, making it highly attractive for young learners. In language learning contexts, narrative speaking instruction has evolved from traditional oral retelling activities to digital storytelling practices, with TikTok serving as a platform that enables students to create and share multimodal narrative performances through short videos. Previous studies have shown the positive contribution of TikTok to speaking instruction. Gunawan, Taslim, and Sartika (2023) reported that TikTok improved students' fluency and speaking accuracy by increasing motivation and reducing anxiety. Similarly, Harahap et al. (2023) demonstrated that the integration of TikTok into speaking activities enhanced students' speaking skills and promoted active participation in the learning process. Moreover, the integration of TikTok into speaking instruction aligns with the principles of the Merdeka Curriculum, which emphasizes creativity, digital literacy, and student-centered learning.

Although several previous studies have investigated the effectiveness of sequential images, folklore-based monologues, picture series, and story-completion techniques in improving speaking ability, limited attention has been given to the use of digital social-media platforms in narrative monologue activities. Existing studies on TikTok mostly focus on students' motivation, engagement, or general speaking performance rather than specifically examining narrative monologue speaking ability among senior high school students. Therefore, there remains a gap regarding how TikTok can support students in delivering narrative monologues effectively, particularly in terms of fluency, pronunciation, confidence, and speaking organization. To address this gap, the present study investigates the effect of TikTok application on senior high school students' speaking ability in performing narrative monologues. The study is expected to contribute to the growing discussion on digital pedagogy and innovative media integration in EFL speaking instruction.

METHOD

This study employed a quantitative approach using a pre-experimental one-group pre-test and post-test design to investigate the effect of the TikTok application on students' speaking ability in performing narrative monologues. The design was selected to measure students' speaking performance before and after the implementation of TikTok-based learning activities. In this design, a single group of participants received a pre-test, treatment sessions, and a post-test after the intervention. The study was conducted at MA Mambaul Falah because the school provided a supportive environment for the implementation of TikTok-based learning activities. The target population consisted of all eleventh-grade students of MA Mambaul Falah in the 2025/2026 academic year, totaling 50 students, including 20 students from class XI IPA and 30 students from class XI IPS. The sample comprised all 30 students of class XI IPS selected through purposive sampling. This class was chosen because it represented 60% of the total eleventh-grade population and shared relatively homogeneous characteristics in terms of grade level, curriculum exposure, and English learning background. Furthermore, the class was available for continuous participation throughout the research period, allowing the researcher to conduct four meetings consisting of one pre-test session, two treatment sessions using TikTok-based learning activities, and one post-test session. This arrangement ensured the feasibility and consistency of the intervention and data collection process.

Data were collected through four meetings consisting of one pre-test session, two treatment sessions, and one post-test session. In the pre-test session, students were asked to deliver an individual narrative monologue based on randomly selected folktale topics, such as *Malin Kundang* and other narrative stories. The pre-test aimed to identify students' initial speaking performance prior to the treatment. During the treatment sessions, students participated in TikTok-based learning activities. They watched selected narrative videos from TikTok, identified the narrative structures including orientation, complication, and resolution, and practiced producing their own narrative monologues based on the models presented in the videos. The use of TikTok was intended to provide authentic spoken-language exposure while encouraging students' confidence, creativity, and speaking engagement. In the final meeting, students completed a post-test in the form of another individual narrative monologue performance to measure their improvement after the intervention.

The instrument used in this study was an analytic speaking rubric adapted from H. Douglas Brown's framework of speaking assessment. The rubric assessed five aspects of speaking performance: fluency, grammatical accuracy, pronunciation, vocabulary, and confidence. To ensure content validity, the speaking tasks and assessment criteria were developed based on the eleventh-grade English syllabus and the characteristics of narrative text, including orientation, complication, and resolution. Construct validity was established by aligning the assessment rubric with the theoretical framework of speaking performance in narrative monologue tasks. Reliability testing was conducted using Cronbach's Alpha in SPSS 25.0, with a coefficient of 0.70 or higher considered acceptable for internal consistency.

The collected data were analyzed quantitatively using SPSS 25.0. First, descriptive statistics including mean, minimum score, maximum score, and standard deviation were calculated to describe students' speaking performance before and after the treatment. Second, inferential statistical analysis was conducted using a paired-sample t-test to determine whether there was a statistically significant difference between the pre-test and post-test scores. The significance level was set at 0.05. If the significance value ($p < 0.05$), the null hypothesis was rejected, indicating that the TikTok-based learning activities significantly affected students' speaking ability in narrative monologues. In addition, Cohen's d effect size was calculated to determine the magnitude of the treatment effect. The result showed a Cohen's d value of 0.612, indicating a medium effect size according to Cohen's interpretation guidelines.

Regarding ethical considerations, permission to conduct the study was obtained from the school administration prior to data collection. The participants were informed about the purpose of the study, the research procedures, and the use of their speaking-performance data solely for academic purposes. Participation in the study was voluntary, and all students agreed to participate before the research was conducted. The researcher also ensured the confidentiality and anonymity of participants throughout the study.

RESULTS

This study aimed to investigate the effect of TikTok on students' speaking ability in narrative monologues. The data were obtained from pre-test and post-test scores of 30 students. Prior to hypothesis testing, the validity, reliability, descriptive statistics, and normality tests were conducted.

The validity test indicated that all assessment components were valid. The corrected item-total correlation values for fluency, accuracy, pronunciation, and vocabulary were 0.708, 0.855, 0.505, and 0.855 respectively, all exceeding the minimum criterion of 0.30. In addition, the reliability test showed a Cronbach's Alpha value of 0.863, which was higher than the acceptable level of 0.70. Therefore, the speaking assessment instrument was considered valid and reliable for data collection.

The findings presented three main themes in accordance with the data from the interview, covering teachers' use of technology in teaching, teachers' formal ICT CPD, teachers' informal ICT CPD. The detailed description on each theme is explained as follows.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest	30	32.00	76.00	54.7333	11.13532
posttest	30	40.00	80.00	58.4667	8.45978
Valid N (listwise)	30				

Table 1 shows that students' speaking performance improved after the implementation of TikTok as a learning medium. The mean score increased from 54.73 in the pre-test to 58.47 in the post-test. Furthermore, the standard deviation decreased from 11.14 to 8.46, indicating

that students' scores became more consistent after the treatment. Before conducting hypothesis testing, a normality test was performed using the Shapiro-Wilk test.

Table 2 Results of Normality Test

Variable	Shapiro-Wilk Statistic	df	Sig
Pre-test	0.961	30	0.329
Post-test	0.959	30	0.285

As shown in Table 2, the significance values of the pre-test (0.329) and post-test (0.285) were higher than 0.05. Therefore, both datasets were normally distributed and met the assumptions for parametric testing.

To determine whether there was a significant difference between students' pre-test and post-test scores, a paired-samples t-test was conducted.

Table 3 Results of Paired-Samples t-Test

Paired Samples Test									
		Paired Differences							
				Std. Error	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Mean	Lower	Upper	t	df	
Pair 1	pretest - posttest	-4.80000	4.60435	.84063	-6.51929	-3.08071	-5.710	29	.000

The paired-samples t-test revealed that the significance value was 0.000, which was lower than 0.05. This result indicates a statistically significant difference between the pre-test and post-test scores. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. The findings demonstrate that the use of TikTok significantly affected students' speaking ability in narrative monologues.

Furthermore, the effect size analysis yielded a Cohen's d value of 0.612, indicating a medium effect size. This suggests that TikTok had a moderate positive effect on students' speaking performance.

DISCUSSION

This section discusses the findings of the study by connecting them with relevant theories and previous studies. The main focus is to understand how the use of TikTok influences students' speaking ability, especially in delivering narrative monologues.

From the results, it can be seen that there is an improvement in students' speaking scores after the treatment. The mean score increased from 54.73 in the pre-test to 58.47 in the post-test. At first glance, the increase may not seem very large. However, when it was tested statistically using the paired sample t-test, the result showed that the p-value was lower than 0.05. This means that the difference is statistically significant, so the use of TikTok can be said to have a real effect on students' speaking ability.

Furthermore, the effect size analysis showed a Cohen's d value of 0.612, which indicates a medium effect size. This suggests that the use of TikTok not only produced

statistically significant results but also had a meaningful practical impact on students' speaking ability. The moderate effect may be influenced by the limited duration of the treatment and the students' varying levels of speaking proficiency.

The improvement in students' speaking performance may be attributed to the use of visual and narrative-based learning activities provided through TikTok. Previous studies have shown that visual supports can help learners organize ideas and improve oral production. Aprilia and Andreani (2020) found that picture series facilitated students in developing narrative speaking, while Ardhiani et al. (2021) reported that interactive media increased students' participation and speaking performance. Similarly, Karimzadeh and Rabbani Yekta (2021) demonstrated that narrative sequential images significantly improved EFL learners' monologue performance. These findings support the present study, indicating that visual and contextual learning materials can enhance students' ability to deliver narrative monologues more effectively.

Looking further into the classroom context, the improvement is understandable. Prior to the treatment, several children appeared unsure about speaking. They frequently halted, repeated sentences, or struggled to finish their narrative. This phenomenon is rather common in speaking exercises, particularly when students are required to talk spontaneously. According to recent research, anxiousness, a lack of vocabulary, and restricted practice chances all have an impact on students' speaking ability (Wahyuningish & Afandi, 2020).

There was a considerable improvement following the procedure. Students showed better readiness and confidence in delivering narrative monologues after the intervention. However, this improvement should be interpreted carefully because the pre-test and post-test employed a similar task format. The repeated exposure to the speaking task might have increased students' familiarity with the assessment procedure and reduced speaking anxiety, which may have contributed to the improvement in confidence and fluency. Therefore, the improvement observed in these aspects may be influenced not only by the TikTok-based learning activities but also by students' increased familiarity with the task. One possible explanation is that TikTok gives short and compelling video examples that assist students comprehend how a story can be told in a basic but structured manner. TikTok has been shown to improve student enthusiasm and engagement in learning (Escamilla-Fajardo et al., 2021; Yélamos-Guerra & García-Gámez, 2022). This finding is also in line with Abidin (2020), who explained that TikTok attracts users through short-form video content that encourages participation, interaction, and content creation, making it a potentially effective platform for learning activities.

Another important factor is the usage of narrative text structure. During the learning process, students were directed through the structure of narrative texts, such as orientation, complication, and resolution. This helped them better arrange their ideas. In the pre-test, students were asked to recount a narrative with not much planning, resulting in less structured storytelling. In contrast, during the post-test, they were more conscious of how to construct a story step by step. Similar findings were reported by Diana, L. (2018), who found that storytelling activities based on narrative texts improved students' speaking skills by helping learners organize and communicate ideas more effectively. As a result, their performance became more organized and easier for monitoring purposes.

Furthermore, the progress can be attributed to the learning process. TikTok provided students with real-world examples of pronunciation, vocabulary utilization, and sentence structures. This type of exposure is significant in language learning since students learn not just from theory but also from practical application (Conde-Caballero et al., 2023).

Another thing to consider is task familiarity. In the pre-test, students were asked to talk about randomly assigned stories, which increased their cognitive load and made them nervous. Meanwhile, during the post-test, they had finished the learning process and had time to write their narrative. This reduced their anxiety and allowed them to focus more on how they spoke rather than what they said. This finding is supported by recent research, which indicates that task preparation and familiarity can improve students' speaking abilities (Saed et al., 2021). Although the results are statistically significant, the average score has only slightly improved. This could be attributed to the treatment's short duration, which was only two meetings long. It is feasible that a longer and more rigorous use of TikTok will result in more obvious improvements in students speaking abilities.

The findings are also consistent with previous research on the educational use of TikTok. Harahap et al. (2023), Gunawan et al. (2023), and Hongsa et al. (2023) reported that TikTok positively contributed to students' speaking development by increasing engagement, confidence, and opportunities for language practice. In addition, studies by Escamilla-Fajardo et al. (2021), Yélamos-Guerra and García-Gámez (2022), and Conde-Caballero et al. (2023) highlighted the potential of TikTok as an innovative learning platform that promotes active participation, creativity, and digital literacy. Therefore, the positive results obtained in this study further support the growing evidence that TikTok can serve as an effective medium for language learning, particularly in speaking activities.

Overall, this study suggests that incorporating digital media such as TikTok into the classroom can be advantageous. TikTok is already familiar to students, which makes for a more interesting and less stressful learning environment. In addition to boosting speaking abilities, it boosts students' confidence and motivation to use English in real-world situations.

CONCLUSION

Designed to evaluate the effect of TikTok on students' speaking ability in performing narrative monologues, this study demonstrated that TikTok-based learning activities supported the improvement of students' oral performance. The findings showed progress in several speaking aspects, including fluency, grammatical accuracy, pronunciation, vocabulary, and confidence. By aligning the generic structure of narrative texts orientation, complication, and resolution with TikTok's recording and editing features, students were encouraged to organize ideas logically, observe speaking models, rehearse their performances, and deliver narratives more effectively. These findings suggest that TikTok can function not only as an entertainment platform but also as a pedagogical medium that promotes interactive and engaging speaking instruction. Furthermore, the integration of visual, audio, and oral elements provided students with opportunities to develop their narrative monologue skills and participate more actively in oral communication activities.

However, several limitations should be acknowledged. The study employed a pre-experimental design without a control group, making it difficult to attribute the observed

improvement solely to the use of TikTok. In addition, the sample consisted of only 30 students from a single class at one school, which limits the generalizability of the findings. The intervention was also conducted over only two treatment sessions, which may not have been sufficient to produce greater improvement in speaking performance. Therefore, future research is recommended to employ quasi-experimental or true experimental designs involving control groups and larger samples from multiple schools. Further studies may also examine the long-term effects of TikTok on specific speaking components and compare TikTok with other digital learning platforms to identify the most effective medium for supporting EFL students' oral communication development.

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